

(d) The Workshop Space shall include provision in two separate spaces for the conducting of specific practicum activities such as theatre workshops, self-development workshops, craft, music and physical education workshops (including yoga education). These spaces should allow for free physical movement for a batch of 25-30 students.

6.3 Other Amenities

- (a) functional and appropriate furniture in required number for instructional and other purposes.
- (b) Arrangement may be made for parking of vehicles.
- (c) Access to safe drinking water in the institution.
- (d) Effective arrangement for regular cleaning of the campus, water and toilet facilities (separate toilet for men, women and PWD), repair and replacement of furniture and other equipment.

(Note: In case of composite institution, the infrastructural, instructional and other facilities shall be shared by various programmes.)

7. Managing Committee

The institution shall have a Managing Committee constituted as per norms of the affiliating University/concerned State Government. In the absence of such norms, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust / Company, Educationists and Teacher Educators, representatives of the affiliating university and of the faculty.

APPENDIX-4

Norms and Standards for bachelor of education programme leading to the Bachelor of Education (B.Ed) Degree

1. Preamble

The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII). The programme shall be offered in composite institutions as defined in clause (b) of regulations 2.

2. Duration and Working Days

2.1 Duration

The B.Ed. programme shall be of a duration of two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

2.2 Working Days

- (a) There shall be at least two hundred working days each year exclusive of the period of examination and admission.
- (b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- (c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

3. Intake, Eligibility, Admission Procedure and Fees

3.1 Intake

There shall be a basic unit of 50 students, with a maximum of two units. There shall not be more than twenty five students per teacher for a school subject for methods courses and other practical activities of the programme to facilitate participatory teaching and learning.

3.2 Eligibility

- (a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/ Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

3.3 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government/U.T. Administration and the University.

3.4 Fees

The institution shall charge only such fee as prescribed by the affiliating body / state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students.

4. Curriculum, Programme Implementation and Assessment

4.1 Curriculum

The B.Ed. curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.

The courses under each of these curricular areas will be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

Information and Communication Technology (ICT), gender, yoga education, and disability/inclusive education shall form an integral part of the B.Ed. curriculum.

(i) Theory Courses

(a) Perspectives in Education

Perspectives in Education should include courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The course in childhood studies shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'knowledge and curriculum' will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum, policy and learning. The course on 'teaching and learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning.

(b) Curriculum and Pedagogic Studies

Courses in Curriculum and Pedagogic Studies shall include aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject, and its pedagogical foundations, with a focus on the learner; and a course on the theoretical perspectives on assessment for learning.

Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one disciplinary area, viz. Social Science, Science, Mathematics, Languages, and a subject area from the same discipline, at one/ two levels of school. The courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

(ii) Engagement with the Field/Practicum

The B.Ed. programme shall provide for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through its three components:

- (a) Tasks and Assignments that run through all the courses.
- (b) School Internship.
- (c) Courses on Enhancing Professional Capacities.

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field-based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, establishing study circles/forums for professional development of in-service school teachers, or dialoguing with the School Management Committee, etc. Community-based engagement may also include oral history projects with a community of

artisans as part of 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy course on science may include environment-based projects to address concerns of a particular village/city or a community.

Several specialised courses shall be offered to enhance professional capacities of a student-teacher such as courses on language and communication, drama and art, self development and ICT. A course on critical understanding of ICTs shall be offered as an important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources, and promoting constructivist approaches that privilege anticipation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, interpersonal relations, adult-child gaps, personal and social constructs, schools as sites for struggle and social change; understanding and practicing yoga education, developing social sensitivity and the capacity to listen and emphasize.

(iii) School Internship

School Internship would be a part of the broad curricular area of 'Engagement with the Field' and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighbourhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the first year of the course.

Students are to be actively engaged in teaching for 16 weeks in the final year of the course. They shall be engaged at two levels, namely, upper primary (classes VI-VIII) and secondary (IX-X), or senior secondary, with at least 16 weeks in secondary/senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year, and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

4.2 Programme Implementation

The institution shall meet the following specific demands of implementing this professional programme of study:

- (a) Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school.
- (b) Make an arrangement with at least ten schools for the Internship as well as other school-based activities of the programme. The arrangement shall have the approval of the district education authorities. These schools shall form basic contact point for all practicum activities and related work during the course of the programme.
- (c) Transaction of the Perspectives in Education and Curriculum and Pedagogic Studies courses should be done using a multiple and variety of approaches such as case studies, problem solving, discussions on reflective journals in colloquia, observations of children in multiple socio-cultural environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.
- (d) Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty.
- (e) Organise academic enrichment programmes including interactions with faculty from parent disciplines; and encourage faculty members to participate in academic pursuits and pursue research, especially in schools. Provisions of leave shall be made for faculty to undertake research/teaching in universities and schools.
- (f) School teachers shall be invited to teacher education institutions for feed back to student-teachers and for extension/guest lectures and organising colloquium.
- (g) There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redressal.
- (h) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.

4.3 Assessment

For Perspectives in Education and Curriculum and Pedagogic Studies, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% marks for external examination. One-fourth of the total marks/weightage shall be allocated to assessment of practice teaching. The weightage for internal and external assessment shall be prescribed by the affiliating university. Candidates must be internally assessed on the entire course of Engagement with the Field and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, student portfolio, diaries, journal etc.

5. Staff

5.1 Academic Faculty

For an intake of two basic units of 50 students each, that is total students strength of 200, there shall 16 full-time faculty members.

The distribution of faculty across different curricular areas shall be as under:

1. Principal/ HoD	One
2. Perspectives in Education	Four
3. Pedagogy subjects (Maths, Science, Social Science, Language)	Eight
4. Health and Physical Education	One
5. Fine Arts	One
6. Performing Arts (Music/Dance/Theatre)	One

Note: (i) The faculty positions listed under different subject categories may teach course(s) in the Teacher Education Programme across curricular areas specified, and can cater to both foundation and pedagogy course(s). If the students' strength for two years is one hundred (with one basic unit) only, the number of faculty shall be reduced to 8.

(ii) Faculty can be utilised for teaching in flexible manner so as to optimize academic expertise available.

5.2 Qualifications

The faculty shall possess the following qualifications:

A. Principal/HoD

- (i) Postgraduate degree in Arts/Sciences/Social Sciences/Humanities/ Commerce with minimum 55% marks; and
 - (ii) M.Ed. with minimum 55% marks; and
 - (iii) Ph.D. in Education or in any pedagogic subject offered in the institution; and
 - (iv) Eight years of teaching experience in a secondary Teacher Education Institution.
- Desirable: Diploma/Degree in Educational Administration or Educational Leadership.

B. Perspectives in Education or Foundation Courses

- (i) Postgraduate degree in Social Sciences with minimum 55% marks; and
- (ii) M.Ed. degree from a recognised university with minimum 55% marks.

OR

- (i) Postgraduate (MA) degree in Education with minimum 55% marks; and
- (ii) B.Ed./B.El.Ed. degree with minimum 55% marks.

C. Curriculum and Pedagogic Courses

- (i) Postgraduate degree in Sciences/ Mathematics/ Social Sciences/ Languages with minimum 55% marks, and
- (ii) M.Ed. degree with minimum 55% marks.

Desirable : PhD degree in Education with subject specialisations.

[Note: In case of B and C put together, for two faculty positions, a postgraduate degree in Sociology/Psychology/Philosophy with 55% marks, and B.Ed./BEIEd with 55% marks and three years of teaching experience in a secondary school shall be considered].

D. Specialised Courses Physical Education

- (i) Master of Physical Education (M.P.Ed.) with minimum 55% marks. (Training/qualification in yoga education shall be desirable)

Visual Arts

- (i) Post graduate degree in Fine Arts (MFA) with minimum 55% marks.

Performing Arts

- (i) Post graduate degree in Music/Dance/ Theatre Arts with minimum 55% marks.

5.3 Administrative and Professional Staff

- | | |
|--|-----|
| (a) Librarian (B.Lib with 55% marks) | One |
| (b) Lab Assistant (BCA with 55% marks) | One |
| (c) Office-cum-Account Assistant | One |
| (d) Office Assistant-cum Computer Operator | One |
| (e) Store-Keeper | One |
| (f) Technical Assistant | One |
| (g) Lab Attendants/Helpers/Support Staff | Two |

Qualifications

As prescribed by State Government/UT Administration concerned.

Note: In a composite institution, the Principal and academic, administrative and technical staff can be shared. There shall be one Principal, and others may be termed as HoDs.

5.4 Terms and Conditions of Service

The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body.

6. Facilities

6.1 Infrastructure

(i) The institutions shall possess 2500 sq mts (two thousand five hundred square meters) of exclusive well demarcated land for the initial intake of fifty students out of which 1500 sq mts (one thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields, etc. For an additional intake of fifty students, it shall possess additional land of 500 sqm. (five hundred square metre). For an annual intake beyond two hundred and upto three hundred, it shall possess land of 3500 sqm. (three thousand five hundred square metre). For the institutions established prior to this Regulations, for an additional intake of one hundred students, built up area is to be increased by 500 sqm (five hundred square metre) and the requirement of additional land may not apply to them.

(ii) Built up Area for running other teacher education programmes in combination with B.Ed programme shall be as under:

(ii) Facilities

Course(s)	Built up Area (in sqm)	Land Area in (sqm)
B.Ed/Education Component of B.A. B.Ed./B.Sc.B.Ed.	1500	2500
D.E.C.Ed plus B.Ed	2500	3000
D.El.Ed plus B.Ed	3000	3000
B.Ed plus M.Ed	2000	3000
D.E.C.Ed plus B.Ed plus M.Ed	3000	3500
D.El.Ed plus B.Ed plus M.Ed	3500	3500
D.El.Ed plus D.E.C.Ed plus B.Ed plus M.Ed	4000	4000

Note: Additional intake of one unit of B.Ed will require additional built up area of 500sq. m. (five hundred square meters).

The institution must have the following infrastructure (each item to include facilitation for PWD):

- (a) One classroom for every 50 students
- (b) Multipurpose Hall with seating capacity of 200 and a dias (2000 sq. ft)
- (c) Library-cum-Reading Room
- (d) ICT Resource Centre
- (e) Curriculum Laboratory
- (f) Art and Craft Resource Centre
- (g) Health and Physical Education Resource Centre (including yoga education)
- (h) Principal's Office
- (i) Staff Room
- (j) Administrative Office
- (k) Visitor's Room
- (l) Separate Common Room for male and female students
- (m) Seminar Room
- (n) Canteen
- (o) Separate Toilet facility for male and female students, for staff, and for PWD.
- (p) Parking Space
- (q) Store Rooms (two)
- (r) Multipurpose Playfield
- (s) Open space for Additional Accommodation.
- (iv) There shall be games facilities with a playground. Where there is scarcity of space as in the metropolitan towns/hilly regions, separate facilities for yoga, small court and indoor games may be provided.
- (v) Safeguard against fire hazard be provided in all parts of the building.
- (vi) The institution campus, buildings, furniture etc. should be barrier free.
- (vii) Hostel for male and female students separately, and some residential quarters are desirable.

6.2 Instructional

- (a) The Institution shall have easy access to sufficient number of recognized secondary schools within reasonable distance for field work and practice teaching related activities of the student teachers. The institution shall furnish undertaking from the schools that they are willing to provide facilities for practice teaching. The state education administration may allot schools to different TEIs. Not more than ten and twenty students-teachers shall be attached with a school having pupil strength up to 1000 (one thousand) and 2000 (two thousand) respectively. It is desirable that the institution has an attached school under its control.
- (b) There shall be a library-cum-reading room with seating capacity for at least fifty percent students equipped with minimum 1000 (one thousand) titles and 3000 (three thousand) books including text and reference books relevant to the course of study, educational encyclopedias, year books, electronic publications (CD-ROMs), online resources, and minimum five refereed journals on education, and subscription to five others in related disciplines. The library holdings shall be augmented with addition of two hundred titles annually including books and journals. The library shall have photocopying facility and computer with internet facility for the use of faculty and student-teachers. Except in the case of textbooks and reference books there shall not more than three multiple copies of each title.
- (c) There shall be a Curriculum Laboratory with materials and resources relating to different areas of school curriculum.
- (d) There shall be ICT facilities with hardware and software including computers, internet, TV, Camera; ICT equipment like ROT (Receive Only Terminal), SIT (Satellite Interlinking Terminal) etc.

- (e) There shall be a fully furnished Teaching-Learning Resource Centre for Arts and Work Experience.
- (f) Games and sports equipments for common indoor and out door games should be available.
- (g) Simple musical instruments such as harmonium, table, manjira and other indigenous instruments.

6.3 Other Amenities

- (a) Functional and appropriate furniture in required number for instructional and other purposes.
- (b) Arrangement may be made for parking of vehicles.
- (c) Access to safe drinking water be provided in the institution.
- (d) Effective arrangement be made for regular cleaning of campus, water and toilet facilities (separate for male and female students and teachers), repair and replacement of furniture and other equipments.

(Note: In case of composite institution, the infrastructural, instructional and other facilities shall be shared by various programmes.)

7. Managing Committee

The institution shall have a Managing Committee constituted as per the rules, if any of the affiliating University/concerned State Government. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust, Educationists and Teacher Educators, representatives of the affiliating university and of the staff.

APPENDIX-5

Norms and Standards for master of education programme leading to Master of Education (M.Ed.) Degree

1. Preamble

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialisation either in elementary education (upto class VIII) or in secondary education (classes VI-XII).

2. Institutions Eligible to Apply

- (i) Institutions offering teacher education programmes for a minimum period of five academic years, being affiliated to a university, and having applied for accreditation from NAAC or any other accrediting agency approved by NCTE.
- (ii) University Departments of Education.

3. Duration and Working Days

3.1 Duration

The M.Ed. programme shall be of a duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer should be used for field attachment/practicum/other activities.

3.2 Working Days

There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of students shall be 80% for Theory Courses and Practicum, and 90% for Field Attachment.

4. Intake, Eligibility, Admission Procedure and Fees

4.1 Intake

The basic unit size for the programme shall be 50. An Institution shall be allowed only one unit. Additional unit in the programme shall be permitted only based on quality of infrastructure, faculty and other resources, after the Institution has offered the programme for three years and has been awarded minimum B+ grade by NAAC or any other accrediting agency approved by NCTE.

4.2 Eligibility

- (a) Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes:
 - (i) B.Ed.
 - (ii) B.A.B.Ed., B.Sc.B.Ed.
 - (iii) B.El.Ed.
 - (iv) D.El.Ed. with an undergraduate degree (with 50% marks in each).
- (b) Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central Government/State Government whichever is applicable.

4.3 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection process as per the policy of the State Government/Central Government/University/UT Administration.

4.4 Fees

The institution shall charge only such fee as prescribed by the affiliating body / state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students.

5. Curriculum, Programme Implementation and Assessment**5.1 Curriculum**

The M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas and also develop research capacities, leading to specialisation in either elementary education or secondary education. The curriculum of the two-year M.Ed. programme shall comprise of the following components:

- (1) A Common Core that includes Perspective Courses, Tool Courses, Teacher Education Courses, and a Self-development component;
- (2) Specialisation Branches where students choose to specialise in any one of the school levels/areas (such as elementary, or secondary and senior secondary);
- (3) Research leading to dissertation; and
- (4) Field immersion/attachment/internship. There shall be core courses (which shall have about 60% of credits) and specialised courses in elementary education or secondary education and dissertation with about 40% of credits.

(a) Theory (Core and Specialisation) Courses

The theory courses are divided into core courses and specialisation courses. The main core courses shall comprise perspective courses, tool courses, and teacher education courses.

Perspective Courses shall be in the areas of: Philosophy of Education, Sociology-History-Political Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies. Tool Courses shall comprise of those in basic and advanced level education research, academic/professional writing and communication skills, and educational technology, including workshops/courses in ICT. Teacher Education courses (which are also linked with the field internship/immersion/attachment in a teacher education institution) shall also be included in the core.

The Specialisation component/branches shall offer to students a specialisation in one of the school stages - elementary (upto VIII), or secondary and senior secondary (VI to XII)). The courses within the school stage specialisations shall represent/cover selected thematic areas pertinent to that stage such as: Curriculum, pedagogy and assessment; Policy, economics and planning; Educational management and administration; Education for differently abled; etc. Other specialisations may also be planned. A field internship/attachment relevant to the area of specialisation shall be organised during the programme.

Critical reflection on gender, disability and marginalisation should cut-across the courses in core and specialisations. Similarly skills pertaining to ICT and educational technology should be integrated in various courses in the programme. Besides, yoga education shall form an integral part of the curriculum.

(b) Practicum

Organisation of workshops, practicum activities and seminars to enhance professional skills and understanding of the students shall be part of the teaching modality of the various taught courses.

(c) Internship and Attachment

Field attachments/internships/immersions shall be facilitated with organizations and institutions working in education. These would aim at engaging the students with field-based situations and work in elementary and other levels of education, and to provide an opportunity for reflection and writing on the same. Systematically planned field internship/attachment in a teacher education institution, and in the specialisation area chosen by the student shall be organised during the programme.

Close mentorship by faculty in relevant areas should be provided for in the programme in the form of tutorials, guided reading groups, field attachment, and guided research dissertation.

5.2 Programme Implementation

The institution will have to meet the following specific demands of this professional programme of study (M.Ed.):

- (i) Prepare a calendar for all activities, including internship and field attachment. The Calendar of the M.Ed. programme shall be synchronised with the academic calendar of the institutions identified for internship and attachment.
- (ii) Submission of a Dissertation which could be based on primary field data or secondary data or a treatise comprising of a long reflective and critical essay on an approved topic shall be compulsory.
- (iii) For the conduct of the dissertation, the ratio of faculty to students for guidance and mentoring shall be 1:5.
- (iv) Structured engagement of M.Ed. students with educational sites/fields for not less than four weeks resulting in a reflective report. The suggested sites/fields are as follows:
 - (a) Professional pre-service teacher education programme.
 - (b) An organization engaged in the development of innovative curriculum and pedagogic practices.
 - (c) International/national/state institution involved in curriculum design; textbook development; education policy planning, formation and implementation; educational administration and management.
 - (d) In-service training programmes for school teachers.
- (v) The institutions shall initiate discourse in education by periodically organising seminars, debates, lectures and discussion groups for students and faculty. Students' participation in the weekly research colloquium/seminar shall be ensured.
- (vi) There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty, and for redressal of grievances.
- (vii) Mechanisms shall be worked out where faculty other than the ones actually dealing with the course shall be involved in the work of the institution.

5.3 Assessment

For each theory course, at least 30% weightage shall be assigned for continuous internal assessment and 70% for examination conducted by the examining body. The weightage for the internal and external assessment for theory and practicum courses shall be such as prescribed by the affiliating university based on the above formulation. The bases of internal assessment may include individual/ group assignments, seminar presentations, field attachment appraisal reports, etc. One-fourth of the total marks/credits/ weightage shall be assigned to practicum, internship, field attachment and dissertation.

6. Staff**6.1 Faculty**

For an intake of 50 students per unit, the faculty-student ratio for a two year programme for 100 students shall be 1:10. The faculty positions shall be distributed as under:

- | | |
|-------------------------|-----|
| 1. Professors | Two |
| 2. Associate Professors | Two |
| 3. Assistant Professors | Six |

The faculty members shall be appointed to cover all the core and specialised areas given in the curriculum. The Principal of a college offering M.Ed. programme shall be in the rank and scale of a professor.

6.2 Qualifications**A. Principal/HoD**

- (i) Postgraduate degree in a related discipline.
- (ii) M.Ed. with minimum 55% marks.
- (iii) Ph.D. in Education.
- (iv) Ten years of professional experience in teacher education.

B. Professor and Associate Professor

- (i) Postgraduate degree with minimum 55% marks in the discipline relevant to the area of specialisation.
- (ii) Postgraduate degree in Education (M.Ed./M.A Education) with minimum 55% marks.
- (iii) Ph.D. degree in Education or in the discipline relevant to the area of specialisation.
- (iv) Any other qualifications prescribed by UGC like NET qualification or length of professional teaching experience as per UGC or state government norms for the positions of Professor and Associate Professor.

C. Assistant Professor

- (i) Postgraduate degree with minimum 55% marks in the discipline relevant to the area of specialisation.
- (ii) Postgraduate degree in Education (M.Ed./M.A Education) with minimum 55% marks.
- (iii) Any other qualifications prescribed by UGC like NET qualification.

(Note: Faculty can be utilised for teaching in a flexible manner so as to optimise academic expertise available).

6.3 Administrative and Professional Support Staff**(a) The following administrative staff shall be provided:**

- | | |
|--|-----|
| 1. Office Manager | One |
| 2. IT Executive/Maintenance Staff | One |
| 3. Library Assistant/Resource Centre Coordinator | One |
| 4. Office Assistants | Two |
| 5. Helper | One |

(b) In the University Education Departments, the administrative staff shall be deployed as per the policy of the university.**6.4 Terms and Conditions of Service**

The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body.

7 Facilities**7.1 Infrastructure**

An Institution already having one teacher education programme and proposing to offer M.Ed. for one basic unit, shall possess a minimum of 3000 sqm land area. The corresponding built up area shall be 2000 sqm. For additional intake of one basic unit, the minimum additional built up area shall be 500 sqm.

(a) Classrooms

For an intake of 50 students, there shall be provision for at least two classrooms with space and furniture to accommodate all students. The minimum size of the classroom shall be 50 sqm. The Institute shall provide a minimum of three small rooms of the size of 30 sqm. to hold tutorials and group discussions.

(b) Seminar Room

Multipurpose hall in the institution shall be shared. In addition, the institute shall have one seminar room with seating capacity of one hundred and minimum total area of 100 sqm. This hall shall be equipped for conducting seminars and workshops.

(c) Faculty Rooms

A separate cabin for each faculty member with a functioning computer and storage spaces shall be provided.

(d) Administrative Office Space

The institute shall provide adequate working space for the office staff, with furniture, storage and computer facilities.

(e) Common Room(s)

The institution shall provide at least two separate common rooms, one each for women and men.

7.2 Equipments and Materials**(a) Library**

The library of the Institution/ University shall be shared and shall cater to the requirements of the programme. A minimum of 1000 relevant titles (with multiple copies of relevant textbooks) for the M.Ed. programme shall be

there, including reference books related to all courses of study, readings and literature related with the approaches delineated in the M.Ed. programme; educational encyclopedias, electronic publications (CD-ROMs) including online resources, and minimum five professional referred research journals of which at least one shall be an international publication. Library resources shall include books and journals published by NCTE, NCERT and other educational institutions. There shall also be provision of space for reading and reference section in the library. At least a hundred quality books will be added to the library every year. The library shall have photocopying facility and computer with Internet facility for the use of faculty and students.

(b) **Resource Centre**

An exclusive Resource Centre shall serve the purpose of a resource centre-cum-department library. It shall provide access to a variety of resources and materials to design and choose activities for teaching and learning; of relevant texts, copies of policy documents and commission reports; relevant curriculum documents such as the NCF, NCFTE, research reports, reports of surveys (national and state level), district and state level data; teachers' handbooks; books and journals relevant for course readings; field reports and reports of research seminars undertaken by students, Audio-visual equipments - TV, DVD Player, LCD Projector, films (documentaries, children's films, other films of social concerns/ issues of conflict, films on education); camera and other recording devices; and desirably ROT (satellite receive only terminal) and SIT (satellite interactive terminal).

Note: The facilities mentioned at 7.1 and 7.2 above shall be in addition to the facilities the institution already possesses for other teacher education programmes.

7.3 **Other Amenities**

- (a) Functional and appropriate labs and furniture in required number for instructional and other purposes.
- (b) Arrangement may be made for parking of vehicles.
- (c) Access to safe drinking water be provided in the institution.
- (d) Effective arrangement be made for regular cleaning of campus, water and toilet facilities (separate for male and female students and teachers), repair and replacement of furniture and other equipments.

(Note: If more than one programme in teacher education are run by the same institution in the same campus, the facilities of playground, multipurpose hall, library and laboratory (with proportionate addition of books and equipments) and instructional space can be shared. The institution shall have one Principal for the entire institution and Heads for different teacher education programmes offered in the institution.)

8 **Managing Committee**

The institution shall have a Managing Committee comprised of members from the Sponsoring Society/ Managing Society/Trust, two Educationists, primary/elementary education experts, one faculty member, Heads of two institutions identified for field attachment by rotation.

APPENDIX-6

Norms and Standards for diploma in physical education programme leading to Diploma in Physical Education (D.P.Ed.)

1. **Preamble**

The Diploma in Physical Education (D.P.Ed.) programme is a professional programme meant for preparing physical education teachers for elementary stage of school education (Class I to VIII).

2. **Duration and Working Days**

2.1 **Duration**

The Diploma in Physical Education programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

2.2 **Working Days**

There shall be at least 200 working days exclusive of period of admission but inclusive of examination with at least 36 working hours in a week.

3. **Intake, Eligibility and Admission Procedure**

3.1 **Intake**

There shall be a basic unit of 50 students for each year.

3.2 **Eligibility**

Senior Secondary School (+2) or its equivalent examination passed with at least 50% marks.

However, 5% relaxation be given to those who have participated in International/ National/ State Sports Competition.